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AUTHOR Ramsey, Robert M.
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ABSTRACT

The American Graduate School of International Management (AGSIM) in Glendale, Arizona, founded in 1946, has a tripartite curriculum incorporating modern language instruction, international studies, and world business. All students at AGSIM are required to achieve conversational proficiency in at least one of the eight languages taught there. Analysis of a survey of student attitudes towards learning and speaking foreign languages gives insights into the second language component (L2) at the school. Generally speaking, the students thought that L2 learning was worthwhile; 73.5% plan to learn additional languages, mainly for professional reasons. Most of the students found the audiolingual approach used by the school to be worthwhile and challenging. While 52% of the students thought they could get by without a foreign language, they felt that L2 proficiency makes their skills more marketable. It is suggested that the language teaching profession might play a role in expanding corporate concern for the linguistic and cultural aspects of doing business abroad by accommodating itself to real-world requirements. Appendices and tables distributed throughout the report provide statistics on students and their responses to the attitudes measure that is analyzed. (AMH)

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SECOND LANGUAGE COMPONENT AT THE AMERICAN GRADUATE SCHOOL OF INTERNATIONAL MANAGEMENT

Robert M. Ramsey

Introduction

Two important phenomena are conspicuous on the current American educational scene. One is the upsurge in business school enrollments, while other areas of higher education are declining or struggling to maintain a status quo. Another is the growing concern for the lack of foreign language instruction at all levels of education in the United States. This lack of second language (L_2) instruction and consequent monolingualism is the subject of the President's Commission on Foreign Language and International Studies (1979), and of numerous other books and reports such as Congressman Paul Simon's The Tongue-Tied American: Confronting the Foreign Language Crisis (1980).

In a recent cover story, Time (May 4, 1981) reported that the number of Master of Business Administration degrees has grown from 4,643 in 1960 to over 54,000 in 1981. The number of institutions granting graduate degrees in business and management has increased from 303 in 1970 to nearly 500 today. This upward trend in students and schools is directly connected to the needs of the business world. And as the business world today is becoming more and more international, there would appear to be a greater emphasis on language and international studies in the United States. This is not the case.

The President's Commission on Foreign Language and International Studies, chaired by James A. Perkins, declares that "Americans' incompetence in foreign languages is nothing short of scandalous, and it is becoming worse" (1979:5). The Commission's concern about the state of language study in the United States is readily illustrated by the following facts (1979:7):

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-- Only 15 per cent of American high school students now study a foreign language -- down from 24 per cent in 1965. The decline continues.

-- Only one out of 20 public high school students studies French, German, or Russian beyond the second year. (Four years is considered a minimum prerequisite for useable language competence.)

-- Only 8 per cent of American colleges and universities now require a foreign language for admission, compared with 34 per cent in 1966.

-- It is estimated that there are 10,000 English-speaking Japanese business representatives on assignment in the United States. There are fewer than 900 American counterparts in Japan -- and only a handful of those have a working knowledge of Japanese.

-- The foreign affairs agencies of the U.S. government are deeply concerned that declining foreign language enrollments in our schools and colleges will lower the quality of new recruits for their services and increase language training costs, already at a level of $100 million in 1978.

U.S. multinational corporations view the language preparation of their employees presently provided by American schools and colleges as poor in terms of meeting the requirements of the business world, and they would welcome a shift in emphasis from a predominantly literary orientation to one more immediately applicable to students' professions and careers"(Inman, 1978). Inman in an updated report included in the Background Papers of the Perkins' Report states that "the large majority of U.S. based multinational firms seems to believe that the problem will resolve itself. Their management, taking its cues from the traditional business school curriculum, refrains from any move to face the problem (1979:268). There appears to be a vicious circle producing a blatantly negative situation.

The situation could change as it becomes more difficult for a newly graduate MBA to secure a good job. These graduates will need additional skills in order to become marketable. Multinationals will be able to be more selective in their hiring policies. A skill such as knowledge of a foreign language could make a job applicant more attractive. Graduate business schools, especially those with an international orientation, should reassess the role of foreign languages in their curricula.

The Academy of International Business recently published A Global Survey of International Business Curricula (1980). Responses from 300 U.S. Business Schools to the question "How does international business fit into the organizational structure of the school?" yielded the results shown in Table 1.

TABLE 1

RESPONSES FROM 300 U.S. BUSINESS SCHOOLS
IN THE 1980 CURRICULUM SURVEY

How does international business fit into the organizational structure of the school?

Level	Major Exists	Minor Exists	Major exists in conjunction with a functional area	Courses Offered	IB Degree Offered	Number of Students majoring in IB
Undergraduate	68*	30	22	318	39	2090
MBA	50	24	11	118	47	1270
Ph.D.	18	14	9	21	20	88

*Each entry is the number of U.S. Schools which have the program, out of a sample of 300 schools (about 30 late responses not included).

Of the 1270 students majoring in International Business at the Masters Degree level, 925 -- or almost 3/4 -- attend the American Graduate School of International Management in Glendale, Arizona. This university in its one sentence program description requested by the AIB replied: "International Business is handled such that our whole School is our Department of International Business." The prevalent reply by the other responding schools was: "International Business is handled within our organization such that faculty members of different departments include an international dimension in their courses."

What is the American Graduate School of International Management and how can it be of positive interest to second language education and U.S. foreign policy? The purpose of this paper is to describe the American Graduate School of International Management (AGSIM) and the importance second language learning plays in its unique academic structure.

This paper describes the inception and development of AGSIM, which is also widely known as Thunderbird. Emphasis is placed on the role of foreign language learning, which is an integral part of the curriculum at AGSIM. A survey of AGSIM's students' attitudes towards learning and speaking foreign languages is analyzed in order to present insights into the second language (L_2) component at the School. Thunderbird was and is an exceptional case with regard to language instruction in American academe.

Background

The American Graduate School of International Management was founded in 1946 by Lieutenant General Barton Kyle Yount and a group of internationally minded citizens in Phoenix, Arizona. They realized then, at the end of World War II, that U.S. business was going to be widely involved internationally. The founders' vision was to create a private, non-profit national center of higher education where men and women might prepare themselves for careers in international commerce and management, in either industry or government service. Such preparation, they felt, required three major components: Modern Languages, International Studies, and World Business. A tripartite curriculum under the direction of the following three Departments was designed to accomplish AGSIM's educational objectives:

1. Modern Languages provides instruction for conversational proficiency in a foreign language in order to enable executives to communicate directly with their counterparts and subordinates in their work and social relations overseas.

2. International Studies provides an understanding of the cultural milieu of the countries in which international managers will serve and an ability to deal with the changing social, economic, and political conditions they will face.

3. World Business satisfies requirements for the knowledge of the advanced technical skills and managerial methods required at the international level of corporate and institutional responsibility.

Thunderbird was the brainchild of military men and businessmen who had seen "ugly Americans" abroad and decided that the U.S. needed to have more sensitive, competent representatives abroad. Their original idea and the unique means to accomplish it have not changed in essence since the inception of the School and have provided the framework in which AGSIM thrives today.

AGSIM is the oldest and largest program offering the Master of International Management degree. AGSIM's President, William Voris, holds that "The men and women who assume leadership of (international)

organizations must essentially be different kinds of persons from those who run domestic organizations. They must couple their knowledge of international finance, marketing, accounting and human behavior with a sincere empathy for other cultures and peoples, and they must obtain conversational levels in appropriate second and third languages" (1980).

Thanks to support from the administration, faculty, and students, AGSIM is one of the few institutions of higher learning in the United States that takes foreign language learning seriously.

In the Spring Semester 1982, 1,084 students from 57 countries were pursuing the one-year Masters in International Management (M.I.M.) program at AGSIM. Their undergraduate degrees were from 99 fields, ranging from Anthropology to Zoology. Approximately 27% were from Business Administration and related fields, 22% from History, International Relations, Political Science and Government, 21% from Modern Foreign Languages and Linguistics, 10% from Economics, and the remaining 20% from the Physical and Life Sciences and other disciplines. (See Appendix, page 23, for a complete listing.)

From a token number of women students in the early years, the Spring 1982 enrollment rose to 34% female. 25% of the students today are foreign students. The reason for the increase in women students is related to the growing number of women executives in business. The Board of Trustees of AGSIM established the policy whereby a minimum 25% of the total enrollment should be foreign students. The rationale for this policy is to enrich the international environment found on the Thunderbird Campus, an environment essential to the educational goals of the School.

AGSIM's pragmatic academic program and intercultural environment attract internationally minded students from all geographic areas; notably 95% come from outside Arizona. Many of these students chose AGSIM over other business schools precisely because foreign language is an integral part of the AGSIM curriculum. These students share the AGSIM conviction that second language acquisition is an essential skill for an international manager.

The L_2 Component at AGSIM

All students at AGSIM must achieve conversational proficiency in at least one of the eight languages taught at the School, in addition to their native language. These are: Spanish, French, German, Portuguese, Arabic, Chinese, Japanese, and English as a Second Language. Table 2 shows enrollment statistics by language.

T A B L E 2

L_2 ENROLLMENT AT AGSIM
STATISTICS: DEPT. OF MODERN LANGUAGES

	Fall 1980	Spring 1981	Summer 1981	Fall 1981	Spring 1982
Arabic	24	32	25	28	42
Chinese	63	56	35	63	77
ESL	84	82	84	72	81
FN	24	24	--	33	32
French	180	179	85	247	191
German	98	109	45	128	145
Japanese	36	72	18	49	41
Portuguese	43	48	35	63	59
Spanish	275	286	163	311	348
Total:	827	868	458	994	1016

The Department of Modern Languages is the largest at AGSIM, in terms of faculty, with 35 full-time faculty members (30 of whom are tenured) and 12 part-time faculty. Most of the teachers are native speakers of the language they teach. As the academic goal is conversational proficiency, the curriculum is not literature based. Language instruction follows the audio-lingual-conceptual approach. One of the most important tenets of the AGSIM method is that the core conversation classes are limited to eight students. These classes run concurrently with classes in the World Business and International Studies departments during the entire year-long program of studies.

Second language instruction at AGSIM is designed to be relevant to future international managers through business oriented courses and materials. Advanced courses in commercial correspondence and business practices are offered in the various languages.

Jirasek (1982) recently completed a survey providing valualbe insights into AGSIM student attitudes towards learning and speaking foreign languages. An examination of the results obtained by the survey of 126 AGSIM students follows. The population sample for this survey represented approximately 12% of the total student enrollment at AGSIM during the Spring Semester 1982. The computerized survey consisted of 19 items. (See Appendix, pages 24-26 for the complete survey form.) Item 7 was blank. The first five items dealt with general background questions and provided a student profile. The remaining items address student attitudes and motivation towards second language learning, especially with a view towards careers in international business.

In the following discussion, selected survey items are analyzed in order to gain an understanding of AGSIM students' views on foreign language learning. A quantitative display of responses is produced on tables which can be cross-referenced with other survey items. Interpretation of the data is interspersed as required.

TABLE 3

Item No. I SEMESTER AT AGSIM

Semester	Responses	% of Sample
1) First	65	51.5%
2) Second	31	24.5%
3) Third	25	20 %
4) Fourth	5	4 %

The AGSIM Academic Year consists of Fall, Spring, and Summer semesters. There is a Winterim program in January which does not figure in the above tabulations. The Office of Academic Affairs at AGSIM reports that approximately 30% of the student body, for various reasons, requires more than one calendar year in which to complete the 42 hours of credit for the M.I.M. degree.

TABLE 4

Item No. II AGE

Categories	Responses	% of Sample
1) 20 - 25 years old	78	62%
2) 26 - 30 " "	32	25%
3) 31 - 35 " "	13	10%
4) 36 - 40 " "	2	3%
5) +40	1	

The Admissions Office at AGSIM reports that the average age of the present AGSIM student is 26.

TABLE 5

Item No. III EDUCATIONAL BACKGROUND

Degrees	Responses	% of Sample
1) Students holds a B.A./B.S.	106	84 %
2) Student holds more than one B.A./B.S.	7	5.5%
3) Student holds an M.A./B.A.	10	
4) Student holds more than one M.A./M.S.	2	10.5%
5) Student holds Ph.D. or similar degree	1	

TABLE 6

Item No. IV WORK BACKGROUND

Categories	Responses	% of Sample
1) No work experience	20	16%
2) 1 to 3 years experience	67	53%
3) 4 to 6 years "	19	15%
4) 7 to 9 years "	13	10%
5) 10 or more years experience	6	5%

It is important to note the work experience and the average age of the AGSIM student. 53% have one to three year's work experience. 30% have been out in the work-a-day world for four or more years.

TABLE 7

Item No. V SEX

Categories	Responses	% of Sample
1) Female	52	41%
2) Male	74	59%

The 41% women respondents to this survey is high since according to the AGSIM Admissions Office only 34% of the students on campus in Spring 1982 were women.

The data in Tables 8, 9, and 10 refer to attitude questions. The question in Table 8 is a general one which asks students to indicate a preference for empirical versus rational based learning approaches. (See Item 6 on the Survey in the Appendix, page 24, for an explanation of the question pertaining to Table 8.)

TABLE 8

Item No. VI GENERAL ATTITUDE TOWARDS LEARNING

Learning Style Reference	Response	% of Sample
1) Empirical	68	54%
2) Rational	51	40%
3) Ø Response	7	6%

While this question does not refer explicitly to second language learning, we can infer that it carries over to the L_2 learning paradigms of empirical = audio-lingual and rational = cognitive-code. It is interesting to observe that 54% of those surveyed prefer the empirical approach, 40% the rational approach, and 6% showed no preference. While there is consensus on the part of the teachers at AGSIM as to preference for the audio-lingual approach, there is no clear consensus on the part of the students. Still, it is interesting to note that the majority of the students indicated a preference for empirical learning.

TABLE 9

Item No. IX GENERAL ATTITUDE TOWARDS LEARNING A FOREIGN LANGUAGE

	Item Scale	Responses	% of Sample
5)	Strongly Worthwhile	100	97 %
4)	Worthwhile	22	
3)	Mid-Point	3	2.5%
2)	NOT Worthwhile	1	.5%
1)	Strongly NOT Worthwhile	0	

AGSIM students' general attitude towards learning a foreign language is resoundingly positive. 97% indicated that second language learning is worthwhile.

TABLE 10

Item No. X LEVEL OF DIFFICULTY ENCOUNTERED IN LEARNING A FOREIGN LANGUAGE

	Item Scale	Responses	% of Sample
5)	Difficult	15	37.5%
4)	Quite Difficult	32	
3)	Mid-Point	32	25 %
2)	Quite Easy	34	37.5%
1)	Easy	13	

Item X on second language learning ease or difficulty is evenly distributed with 37.5% finding it difficult, 37.5% easy, and 25% at mid-point. When base item VI (Empirical /1/ vs. Rational /2/) ATTITUDE TOWARDS LEARNING is cross tabulated with base item X DIFFICULTY ENCOUNTERED IN L_2 LEARNING (difficult /5/ ...../1/ easy), with 32 at mid-point on the scale. 21 of the 68 respondents who said they prefer the empirical approach to L_2 learning said it was easy (31%). 27 of those 68 respondents said it was difficult (40%). 23 of the 51 respondents who said they prefer the rational approach to L_2 learning said it was easy (45%), while 17 (33.3%) found it difficult. While it is imprudent to draw a generalization from such a small sample, one could hypothesize that those students with a greater facility for second language acquisition prefer a rational approach to learning.

The data in Tables 11 and 12 refer to questions of motivation. The first deals with the students" reasons for learning a foreign language. The second question inquires as to the students' future plans to use the foreign language.

T A B L E 11

Item No. XI MOTIVATION FOR LEARNING A FOREIGN LANGUAGE

	Item Scale	Responses	% of Sample
1)	General Interest	35	28%
2)	Interest of L_2 Culture	38	30%
3)	Job Related Use	41	33%
4)	Graduation Requirement	3	2%
5)	Other	5	4%
X)	Ø	4	3%

TABLE 12

Item No. XII FUTURE PLANS TO USE YOUR FOREIGN LANGUAGE

	Item Scale	Responses	% of Sample
1)	Strongly Personal	2	1.5%
2)	Personal	11	9 %
3)	Personal and Professional	62	49 %
4)	Professional	34	27 %
5)	Strongly Professional	16	13 %
X)	Ø	1	.5%

While survey item XI on motivation for learning a second language had 58% of the respondents giving general language or cultural interest as their reasons--versus 35% for job or graduation related reasons--, only 10% of the respondents indicated for item XII that they plan to use their second language for personal reasons. Fully 40% of the respondents plan to use their second language solely for professional purposes. This fact reflects the practical nature of the AGSIM student who, by and large, enrolled at the School in order to "get a good job" upon graduation. Nevertheless, language learning is not merely an academic exercise at AGSIM. AGSIM students are internationally oriented and, consequently, come to the School with a positive psychological set for second language learning.

The information given in tables 13 and 14 pertains to questions of language teaching methodology. Item XIV asks students to compare the AGSIM method of L_2 learning/teaching to that of other places where they have studied.

TABLE 13

Item No. XIII DOES THE AGSIM METHOD OF TEACHING FOREIGN LANGUAGES (CALLED THE "AUDIO-LINGUAL METHOD") CHALLENGE YOUR INTELLECTUAL CAPABILITIES?

	Challenging	Responses	% of Sample
1)	Yes	82	65%
2)	No	31	25%
3)	Ø	13	10%

Table 13 presents a leading question and one would expect that the proponents of the Cognitive-Code approach to L_2 learning would find the Audio-Lingual approach not challenging. Cross-tabulating Survey Item XIII with Survey item VI (Preference for Empirical or Rational learning style) reveals this is not the case. 46 of the 68 respondents who indicated preference for empirical learning found the audio-lingual approach challenging; 31 of the 51 respondents who indicated preference for rational learning found the audio-lingual approach challenging. These results yield 68% versus 61%, respectively, and show only slight differentiation. Perhaps since L_2 learning at AGSIM is directly related to the G.P.A. (grade point average), all learning is challenging.

TABLE 14

Item No. XIV — HOW DOES THE FOREIGN LANGUAGE TEACHING METHOD AT AGSIM COMPARE TO YOUR OTHER LANGUAGE LEARNING EXPERIENCES?

	Item Scale	Responses	% of Sample
5)	Strongly Effective	31	25%
4)	Effective	46	36%
3)	Mid-Point	28	22%
2)	Ineffective	6	5%
1)	Strongly Ineffective	4	3%
X)	Ø	11	9%

61% of the AGSIM students in the survey responded that the AGSIM L_2 method was effective. Only 8% found it ineffective. 22% were at mid-point on the scale. 9% did not respond. These results corroborate the impression prevalent on campus that the Department of Modern Languages satisfies the students' expectations.

The questions in Tables 15 and 16 elicit information of a general culture nature. When students are asked in item XVI if they have plans to learn an additional foreign language in the future, it is implicit that such learning would take place outside an academic framework and for purposes other than the earning of an academic degree. Item XVIII questions the intrinsic value of foreign language acquisition; that is, the ability to use the foreign language for world communication and not simply as an academic exercise.

TABLE 15

Item No. XVI DO YOU HAVE PLANS TO LEARN AN ADDITIONAL FOREIGN LANGUAGE(S) IN THE FUTURE?

	Item Scale	Responses	% of Sample
1)	Yes	92	73.5%
2)	No	30	24 %
3)	Ø	3	2.5%

Almost 3/4 of the AGSIM students surveyed intend to learn another foreign language. This general attitude question reflects the underlying positiveness of AGSIM students towards L_2 learning.

TABLE 16

Item No. XVIII HOW VALUABLE DO YOU THINK IT IS FOR YOU TO LEARN AND SPEAK A FOREIGN LANGUAGE?

	Item Scale	Responses	% of Sample
5)	Very Valuable	92	73%
4)	Valuable	29	23%
3)	Mid-Point	5	4%
2)	Not Valuable	-	-
1)	Not Valuable AT ALL	-	-

96% of the sample population responded that they considered L_2 proficiency valuable. 92 students of the sample population responded affirmatively to survey item 16 asking if they had plans to learn an additional foreign language. A cross tabulation of items 16 and 18 shows that 72 (78%) of those respondents are the same people.

The questions pertaining to Table 17 could have been worded in a more positive way. If, for example, the survey had asked, "Do you think your career in international business would be enhanced if you spoke one

or more foreign languages?", a greater proportion of the respondents would have answered affirmatively. Even so, almost half of the students felt that second language competency is essential to a successful career in international management.

TABLE 17

Item No. XX DO YOU THINK THAT YOU COULD GET BY IN THE INTERNATIONAL BUSINESS WORLD WITHOUT SPEAKING A FOREIGN LANGUAGE?

	Item Scale	Responses	% of Sample
1)	Yes	65	52 %
2)	No	59	47.5%
X)	Ø	1	.5%

Summary

The Jirasek Survey demonstrates that second language learning is held in high esteem by AGSIM students. These mature students with clear career objectives indicated in the attitudinal questions on the Survey that proficiency in foreign languages definitely enhances chances for success in the international management field.

97% of those surveyed indicated that foreign language learning was strongly worthwhile (Item IX). 73.5% indicated that they planned to learn one or more additional foreign languages (Item XVI). Some preference for the Audio-Lingual approach to L_2 learning was shown; 54% of the respondents prefer the empirical approach versus 40% the rational approach (Item VI). 65% found the Audio-Lingual approach challenging (Iten XIII). Only 8% of the respondents replied that the Audio-Lingual approach was ineffective while 61% stated that it was effective (Item XIV). 52% of the students participating in the survey thought that they could get by in the international business world without speaking a foreign language (Item XX). While they indicated that they thought they could "get by" without a second language, they obviously feel that second language proficiency makes them more marketable in their international management careers or they would not have chosen to study at AGSIM - where the L_2 component constitutes 1/3 of the curriculum. Only 11% of the sample population in the survey responded that they plan to use their foreign language expertise for other than professional purposes (Item XII).

Thunderbird has made its mark in higher education circles as a pragmatic institution designed to fulfill a specific objective. This objective is providing key skills for successful international managers. These skills are taught through a single tripartite curriculum in which modern foreign languages, international studies, and world business are equal partners. Like the extremities on a three-legged stool, each much reach the ground. This proven combination produces a well-rounded graduate known as "a Thunderbird."

Conclusion

There are over 15,000 Thunderbirds out in the corporate world, 2,000 of whom are overseas at any given time. Their training at AGSIM enabled them to land responsible jobs. (See the 1982 Placement Report of the American Graduate School of International Management, Appendix pages 27 and 28.) Many, as students, were liberal arts majors, often with degrees in foreign languages. As Inman concluded in her dissertation, "Employment opportunities in the business world for a person proficient in one or more foreign languages are available, in general, only if that person also possesses a capability in another field that is more directly business or technically oriented. The benefits of 'language-plus' trained employees to internationally oriented business and industry should be obvious. By accommodating itself to real-world requirements, the language teaching profession may be able to play a role in expanding corporate concern for the linguistic and cultural aspects of doing business abroad." (1978:26). This mutually beneficial relationship of business and language has been thriving at Thunderbird since 1946.

APPENDIX

TOTAL STUDENT BODY: 1084
TOTAL MAJORS REPRESENTED: 99

BUSINESS

Business Administration	141
Management	33
Marketing	33
International Business	33
Finance	29
Accounting	21
Commerce	7
Advertising	4
Public Administration	3
Business Economics	2
Banking	1
Health Services Administration	1
Real Estate	1
Hotel Management	1
Travel Industry Management	1
Transportation	1

SOCIAL SCIENCES

Economics	103
Political Science/Government	81
History	57
International Relations	34
Psychology	23
International/Area Studies	20
Law	17
Education	15
Anthropology	9
Asian Studies	9
Philosophy	8
Liberal Arts	7
Communications	7
Latin American Studies	7
Sociology	7
Journalism	5
Speech	5
Geography	4
Agriculture Economics	4
Foreign Affairs	2
American Studies	2
Foreign Service	2
Social Science	2
Development Studies	2
Diplomacy	2
Oriental Studies	2
Social Work	2
Physical Education	2
Behavioral Science	2
Urban Studies	1
Architecture	1
Criminology	1
Hispanic Civilization	1
Home Economics	1

SOCIAL SCIENCES CONT.

Special Education	1
Television	1
Near East Studies	1
Political Economy	1

HUMANITIES AND FINE ARTS

Spanish and Spanish Literature	75
French and French Literature	57
German	27
English	23
Modern Foreign Languages	14
Humanities	10
Chinese	7
Russian	6
Linguistics/Literature	6
Classical Languages/Studies	5
Music	3
Art History/Art	3
Japanese	2
Fine Arts	2
Portuguese	2
Folklore/Mythology	1
Italian	1
Oriental Languages	1
Slavic Languages	1

PHYSICAL AND LIFE SCIENCES

Chemistry	11
Biology	10
Mechanical Engineering	6
Civil Engineering	5
Electrical Engineering	5
Geology	4
Physics	4
Engineering	3
Zoology	3
Chemical Engineering	3
Mathematics	3
Forestry	2
Medical/Hospital/Nursing	2
Industrial Engineering	2
Agriculture Science and Management	1
Agriculture	1
Aeronautical Engineering	1
Pharmacy	1
Science	1
Agronomy	1
Marine Biology	1
Animal Sciences	1
Botany	1
Agricultural Chemistry	1
Horticulture	1
Food Technology	1

Questionnaire No. _____

Spring Semester 1982
QUESTIONNAIRE PROJECT
WB - 430
M.A. Jirasek/Prof. R. Ramsey

PURPOSE: The purpose of this questionnaire is to gather some of the ideas and attitudes which AGSIM students have towards learning and speaking a foreign language(s).

INSTRUCTIONS: This questionnnaire is fairly simple. All you need to do is circle the appropriate number whether listed with answer choices or on the rating scale. There are 20 questions in all. Your completion of this questionnaire is much appreciated.

BEGIN:

I. SEMESTER AT AGSIM:

1) First
2) Second
3) Third
4) Fourth
5) Other

II. AGE:

1) 20 - 25
2) 26 - 30
3) 31 - 35
4) 36 - 40
5) 40 plus

III. EDUCATIONAL BACKGROUND:

1) Working on MIM/B.A. or B.S. completed
2) Working on MIM/more than one B.A. or B.S. completed
3) Working on MIM/M.A. or M.S. completed
4) Working on MIM/more than one M.A. or M.S. completed
5) Working on MIM/higher degree completed

IV. WORK BACKGROUND:

1) None
2) 1 - 3 yrs.
3) 4 - 6 yrs.
4) 7 - 9 yrs.
5) 10 plus yrs.

V. SEX

1) Male
2) Female

VI. GENERAL ATTITUDE TOWARDS LEARNING: There are basically two approaches to learning, or, two views which a teacher holds in regard to his or her students. Please read the following sketches of those approaches and indicate which approach coincides most closely with your own attitudes and ideas.

1) EMPIRICAL: Man, in regard to learning, is like a clean slate - he needs to be taught and informed how to do things. "Knowledge" is something that needs to be added, and the task of the teacher is to imprint that knowledge on the blank slate of man.

2) RATIONAL: Man, in regard to learning, holds all within himself. Nothing needs to be added, rather, the task of the teacher is to cultivate & draw out what is within man.

VIII. ATTITUDE TOWARDS LEARNING A FOREIGN LANGUAGE IN A CLASSROOM SETTING:

Strongly NOT Beneficial				Strongly Beneficial
1	2	3	4	5

IX. GENERAL ATTITUDE TOWARDS LEARNING A FOREIGN LANGUAGE:

Strongly NOT Worthwhile				Strongly Worthwhile
1	2	3	4	5

X. LEVEL OF DIFFICULTY ENCOUNTERED IN LEARNING A FOREIGN LANGUAGE:

Easy				Difficult
1	2	3	4	5

XI. MOTIVATION FOR LEARNING A FOREIGN LANGUAGE:

1) General Interest in Language
2) Interest in Culture of Particular Foreign Language Being Learned
3) Job-Related Use/Career Opportunities
4) Graduation Requirement
5) Other

XII. FUTURE PLANS TO USE YOUR FOREIGN LANGUAGE:

Personal (Travel, Enjoyment)				Professional (Business)
1	2	3	4	5

XIII. DOES THE AGSIM METHOD OF TEACHING FOREIGN LANGUAGES (Called the "Audio-Lingual Method") CHALLENGE YOUR INTELLECTUAL CAPABILITIES?

1) Yes
2) No

XIV. HOW DOES THE FOREIGN LANGUAGE TEACHING METHOD AT AGSIM COMPARE TO YOUR OTHER LANGUAGE-LEARNING EXPERIENCES?

AGSIM Strongly Ineffective				AGSIM Strongly Effective
1	2	3	4	5

BY CHOOSING ONE OF THE FOLLOWING STATEMENTS:

1) I only speak my native language. I do not speak a second language. I do not understand a second language.

2) I speak my native language. I understand a second language but I only speak a little.

3) I speak my native language. I understand a second language and I speak it fairly well.

4) I speak my native language. I understand a second language and I speak it very well.

5) It is <u>almost</u> the same for me to speak my native language or my second language. I speak <u>almost</u> as fluently in my second language as I do in my native tongue.

6) It is the same for me to speak my native language or my second language. I speak as fluently in my second language as I do in my native language.

XVI. DO YOU HAVE PLANS TO LEARN AN ADDITIONAL FOREIGN LANGUAGE(S) IN THE FUTURE?

1) Yes
2) No

XVII. ON THE FOLLOWING SCALE, PLEASE ESTIMATE WHAT PER CENT (%) RATIO OF STUDENT AND TEACHER PARTICIPATION IS NECESSARY FOR EFFECTIVE LEARNING AND TEACHING:

100% Student				100% Teacher
1	2	3	4	5

XVIII: HOW VALUABLE DO YOU THINK IT IS FOR YOU TO LEARN AND SPEAK A FOREIGN LANGUAGE?

NOT Valuable At All				Very Valuable
1	2	3	4	5

XIX: HOW VALUABLE DO YOU THINK IT IS FOR THE GENERAL GLOBAL POPULACE TO LEARN AND SPEAK A FOREIGN LANGUAGE?

NOT Valuable At All				Very Valuable
1	2	3	4	5

XX. DO YOU THINK THAT YOU COULD GET BY IN THE INTERNATIONAL BUSINESS WORLD WITHOUT SPEAKING A FOREIGN LANGUAGE?

1) Yes
2) No

ORGANIZATIONS RECRUITING ON CAMPUS DURING 1981-82

A.I.G. (NY)
AT&T (NJ)
Abbott Laboratories, Inc. (IL)
Alcon Labs, Inc. (TX)
American Cyanamid Company (NJ)
American Express (NY)
American Express (Japan)
American Hospital Supply Corporation (IL)
Amphenol International Limited (IL)
Armco International (Uruguay)
Avon Products, Inc. (NY)

BancOhio National Bank (OH)
Bank of America (CA)
Bank of Montreal (Canada)
Batten, Barton, Durstine & Osborn (NY)
Baxter Travenol Labs (IL)
Becton Dickinson Company (NJ)
Beecham Products (NJ)
Benton & Bowles (NY)
Booz Allen & Hamilton (Germany)
Bophutatswana National Provident Fund (S. Africa)

Campbell Soup Company (NJ)
Cargill, Inc. (MN)
Carlson Marketing Group (MN)
Carnation Company (CA)
J.I. Case Company (WI)
Caterpillar Tractor Company (IL)
Central Intelligence Agency (CA)
Chase Manhattan Bank (NY)
Chemical Bank (NY)
Cheshire (IL)
Cheyenne Services, Inc. (TX)
Circle Air Freight (CA)
Citibank (NY)
The Citizens & Southern National Bank (GA)
Clark Equipment Company (Singapore)
Clark Equipment Company (MI)
Clorox Company (CA)
Colgate Palmolive Company (NY)
The Coleman Company, Inc. (KS)
Conoco Chemicals (OK)
Conoco Inc. (OK)
Conoco Inc. (TX)
Continental Bank (IL)
Continental Grain Company (NY)
Corpoven, S.A. (TX)
Cramer Krasselt/ Southwest (AZ)

Dalziel Supply Co. (CA)
Datapoint Corporation (CA)
Department of the Army (MD)
Digital Equipment Corporation (MA)
Doboy Packaging Machinery (WI)
Donn International (OH)
Dow Jones International (NY)
Doyle Dane Bernbach (NY)
DuPont Far East Inc. (Japan)

Eastman Kodak (NY)
Economics Laboratory, Inc. (MN)
Edmont (OH)
Eli Lilly International Corporation (IN)
Emhart Corporation (CT)
Esco Corporation (OR)
Exxon Corporation (FL)

F.B.I. (AZ)
Firestone International Co. (OH)
First City National Bank of Houston (TX)
First National Bank of Boston (MA)
First National Bank of Chicago (IL)
First National Bank of Maryland (MD)
First National Bank of Minneapolis (MN)
Fisher Price Toys (NY)
Ford Motor Company (MI)
Frito-Lay Inc. (TX)

G.T.E. Products Corporation (MA)
G.T.E. Service Corporation (CT)
General Mills Inc. (MN)
General Mills Restaurant Group (FL)
General Tire International (MA)
Gentex Corp. (PA)
The Getz Corporation (CA)
Gillette, S.A. (Panama)
Great Western Bank & Trust (AZ)
Gray Advertising Inc. (NY)
Greyhound Corporation (AZ)
Gulf & Western (MI)

HCI Chemicals Overseas, Inc. (TX)
Harlingen Area Chamber of Commerce (TX)
Harris Corporation (FL)
Harris Corporation (IL)
Harris Corporation (RI)
Harris Corporation (TX)
Harris Trust & Savings Bank (IL)
Hershey Food Corporation (PA)
Hewlett-Packard Company (CA)
Hilti Fastening Systems Inc. (CA)
Huntington National Bank (OH)

IBM Corporation (NY)
IBM (AZ)
IBM (IL)
Industrial National Bank (RI)
Instruments for Cardiac Research (NY)
Intel Corporation (AZ)
Interface International (GA)
International Bank (DC)

Johnson & Johnson (NJ)

K-Comp (CA)
The Kendall Company (MA)
Kepner-Tregoe Inc. (NJ)

Lagoven, S.A. (Venezuela)
Lear Siegler Inc. (NY)

Manufacturers Hanover Trust (NY)
Marine Midland Bank (NY)
Marquip Inc. (WI)
Marriott Corporation (DC)
McDonnell Douglas Automation Co. (MO)
Medtronic of Canada Ltd. (Canada)
Mellon Bank (PA)
Mercantile National Bank (TX)
Merrill Lynch Holdings Limited (England)
Merrill Lynch, Pierce, Fenner & Smith, Inc. (AZ)
Monsanto Corporation (MO)
Morgan Guaranty Trust Company (NY)
Motorola, Inc. (IL)
NCH Corporation (TX)
National Bank of Detroit (MI)
National Bank of Georgia (GA)
National Supply Company (TX)
Needham, Harper & Steers, Inc. (IL)
New York Life Insurance Co. (AZ)
Nordson Corporation (OH)
North Carolina National Bank (NC)

Ogilvy & Mather International (CA)
Outboard Marine Corp. (FL)

PA Management Consultants (NY)
Parker Drilling Company (OK)
Peace Corps (AZ)
PespiCo International (NY)
PepsiCo Foods International (TX)
Performance Systems Improvement (CA)
Pzifer International, Inc. (NY)
Phillip Morris International (NY)
The Pillsbury Company (MN)
Pittsburgh National Bank (PA)
Procter & Gamble (OH)
Publicidad Siboney (FL)

R.J. Reynolds Industries, Inc. (NC)
Reed Rock Bit Company (TX)
Richardson-Vicks Inc. (CT)
Rockwell International (PA)
Rockwell International (IL)
Royal Bank of Canada (FL)

Sabritas S.A. DE C.V. (Mexico)
Sandy Corporation (MI)
Saudi American Bank (UT)
Joseph E. Seagram & Sons, Inc. (NY)
Service & Supply International Ltd. (Greece)
Sherwin-Williams Company (OH)
SmithKline Beckman Corporation (PA)
Societe Auxillaire D'Enterprises (France)
Sola Electric Company (IL)
Solar Turbine International (CA)
Southeast First National Bank (FL)
Southwest Lift Trucks Company (TX)
Southwestern Life Insurance Co. (AZ)
Sterling Latina (FL)
Stolt-Nielsen Inc. (CT)

Technomic Consultants (IL)
Texas Commerce Bank (TX)
J. Walter Thompson (IL)
Tiger International Inc. (CA)
Toronto Dominion Bank (Canada)
Touche, Ross & Company (GA)
Tracy-Locke Advertising (TX)
Trust Company Bank (GA)

U.S. Steel Corporation (PA)

Valley National Bank of Arizona (AZ)
Valmont Industries, Inc. (NE)
Vicks Consumer Products (CT)

Wespac Corporation (CA)
Wren Associates, Inc. (NJ)

Xerox Corporation (AZ)

Acknowledges appreciation for the financial support provided to AGSIM by these organizations during the year.

RECRUITING PROCEDURES AND FACILITIES

Arranging on-campus recruiting at AGSIM is easy. Recruiting dates can be scheduled by simply calling the Recruiting Coordinator at 602/978-7244. Interviews can be scheduled to suit your convenience and if you wish, accommodation reservations will be made for you. On campus accommodations are available at the Key Manager Center. Rates are $25 per day for two rooms and private bath. Additional specific information concerning campus location, transportation, pre-selection and other procedures will be sent to you in advance in order to assure your visit will be both profitable and enjoyable.

The Career Services Center will continue to offer "closed interview schedules" which enable recruiters to pre-select individuals (via the Thunderbird Graduates Resume Book), thereby increasing the effective utilization of time while on campus. In addition, our new Career Services Building offers well furnished, private interview rooms, recruiters' lounge and informal patio lunches with faculty and administration.

When selecting recruiting dates, prospective employers should keep in mind that AGSIM is unique in that it graduates three classes per year. Approximately 20%, 35% and 45% of the student body graduate in August, December, and May respectively. Many employers feel

PLACEMENT SUMMARY*

Total Number of MIM Candidates	939
Placement Registrants	810
Salary Range	$40,000 - $18,000
90th and 10th Percentiles	$29,000 - $21,000
Mean Salary	$25,788
Median Salary	$26,000
Number of Employer Visits	274
Number of Interview Schedules	584
Number of Interviews	5,504
Average Number of Interviews Per Student	6.8

*In order to provide comparability with other published data, salary information contained in this report reflects Spring Semester 1982 activity and includes only confirmed acceptances from those organizations who actively recruited on campus.

Type of Position

FUNCTION	%	SALARY RANGE	MEAN
Marketing/Sales	33	$40,000 - $21,000	$27,519
Commercial Banking	33	35,000 - 20,000	26,304
Accounting, Finance & Control	18	29,000 - 18,000	23,887
Advertising	8	23,000 - 22,000	22,967
Engineering & Production Management	4	30,000 - 22,500	25,780
Other	4	25,000 - 20,000	22,333

Type of Industry

INDUSTRY	%	SALARY RANGE	MEAN
Banking/Brokerage & Investment	37	$35,000 - $18,000	$26,007
Chemical/Pharmaceutical & Petroleum	15	32,000 - 20,600	25,567
Food & Consumer Products	14	31,000 - 21,000	27,264
Advertising	11	23,000 - 20,000	21,889
Communications & Utilities	5	38,000 - 24,500	29,750
Industrial/Farm & Construction Equipment	5	26,400 - 22,000	23,950
Office Equipment/Computers & Electronics	5	40,000 - 24,840	30,210
Insurance	4	27,000 - 21,500	23,100
Automotive/Aircraft & Transportation	2	23,000 - 20,160	21,542
Accounting/Consulting & Business Services	1	25,500 - 24,000	24,411
Non-profit/Government & Other	1	23,700 - 22,600	22,187

PROFILE OF AGSIM 1981 - 1982 CLASS

Minority Distribution

MINORITY	PERCENTAGE
Female	34
Foreign National*	26
U.S. Other	3

*Representing 56 Countries

Age Distribution

AGE AT GRADUATION	PERCENTAGE
Under 23 years	5
23 - 24	33
25 - 26	26
27 - 28	11
29 and over	25
Mean Age	27.1 years

Undergraduate Major

MAJOR*	PERCENTAGE
Business Administration & Related Studies	29
Language (Including English)	21
Social Sciences	17
Economics	10
International Relations/Area Studies	7
Political Science/Government	7
Engineering/Technical	4
Physical/Life Sciences (Non-Engineering)	3
Humanities & Fine Arts	2

*Representing 498 Undergraduate Institutions and 99 Individual Majors

Grade Point Distribution at Graduation

GRADE POINT AVERAGE	PERCENT BELOW
3.73	90
3.59	75
3.42	50
3.27	25
3.15	10

Distance of Undergraduate Campus From AGSIM

MILES	PERCENTAGE
1 - 250	6
251 - 500	7
501 - 1,000	17
1,001 & Over	70

Employment by Location

LOCATION	%	MEAN SALARY
Northeast	32	$27,092
Midwest	16	26,438
West	9	23,120
Southeast	7	22,000
Southwest	6	27,020
North Central	4	24,767
International	26	25,595

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